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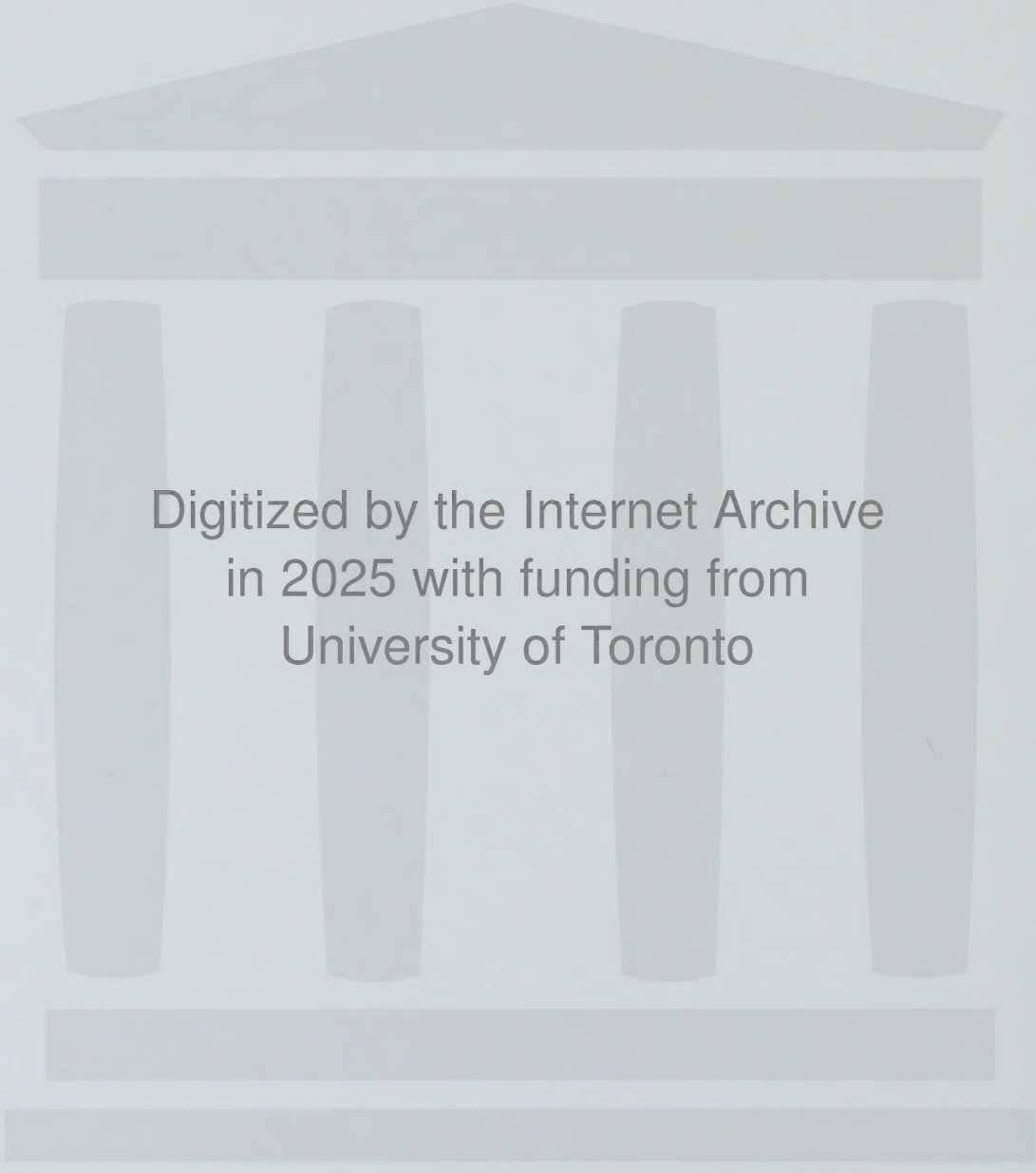
"Is (heaven) more beautiful than the country of the musk-ox in summer when sometimes the mist blows over the lakes, and sometimes the water is blue, and the loons cry very often?" *Saltatha, A Canadian Eskimo*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Ontario Department
of Education

Each individual Canadian can add lustre to our country by keeping in sight the best and highest ideals.

I think it useful from time to time to define what these ideals are. The replies to a questionnaire which was sent out to schools across the province are summarized on Page 4 and give some indication of how our students feel about Canada. The summary is not, nor is it intended to be, an original contribution to knowledge. Rather it is an effort to bring together the ideas and concerns of some students in this province.

Some classes might find it interesting and challenging to design their own questionnaire. I hope that every student will undertake a project in which he personally helps to build his country. These activities can be "doing" or "finding out": both doers and learners are part of the total fabric of Canada. Projects can also meet the high standard set by Her Majesty The Queen in her message on Page 3: ". . . that concern for others, that desire to serve and to help . . ." This is certainly part of the Canadian ideal, as many students showed in their responses to the questionnaire.

Commonwealth and Citizenship Day will be celebrated across Canada in a hundred or more ways, but reflected in each will be those hopes for a useful and happy future that I share with all of you.

William Davis

William G. Davis
Minister of Education

From Her Majesty the Queen,

The young people of the Commonwealth are particularly in mind on this Commonwealth Day. They are growing up in an age of absorbing interest and tremendous possibilities. The science fiction of a generation ago is the reality of today and will be the commonplace of tomorrow.

But I am reassured to find that young people have not forgotten that human beings are more important than machines and that the happiness of mankind is even more important than the spectacular achievements of science.

In the free association of the Commonwealth we have a ready-made opportunity to give expression to that concern for others, that desire to serve and to help, which I regard as one of the great characteristics of the young people of all our countries.

I am sure that they have the right ideas and I am sure too that it is up to all of us, both young and old, to work for the growth through the Commonwealth of that practical concern for our fellow human beings everywhere which is the key to true progress. So I send to them my best wishes for their future careers and happiness.

ELIZABETH R.

How Do You Feel About Your Country?

A questionnaire on citizenship was distributed earlier this year to more than one thousand Ontario school children, ranging chronologically from six to nineteen years of age and geographically from corner to corner of the province. Their answers, incorporated in the following pages, showed an overwhelming predilection for open space: a Canada of wood and stream and open field.

"Canada means...

. . . clear, running water, says one twelve-year-old Ontario student."

Students of all ages say they would describe Canada as a land of open spaces and woodlands. A majority mentions with approval the cold, invigorating winters and the sparkling snow.

If they lived elsewhere, what would they remember most vividly? "Skating with my friend on the rink behind the school!" says a junior division student.

Their deep love and pride in Canada's open spaces showed in their choice of writers and artists (but not musicians which tended to be "mod"). The favorite author among children up to their mid-teens was Farley Mowat with Pauline Johnson a close second. Older students seconded this choice but showed a wider range of reading by including such names as Marshall McLuhan.

"I would miss the quietness," said a student who was typical of the majority. On the other hand, in a minority opinion, an intermediate student declared: "Canadians are a peaceful people who love to talk."

In the field of art, Tom Thomson led (the cabin where he painted is shown here) and the Group of Seven or individual artists within this group followed close behind. A few mentioned Emily Carr and David Milne.

In an overwhelming majority of cases, students of all ages showed that they feel deeply and emotionally about their country. This deep feeling showed up particularly in responses to a question about their reaction to the song "A Place to Stand", which most students applied to Canada as a whole, united from sea to sea. "When I hear 'A Place to Stand', I think that here is a place where we can stand up and fight for what is right," said an intermediate student. A senior student declared: "When I hear 'A Place to Stand', I don't think, I feel."

Asked to analyze the difference between her own outlook and her grandfather's, an intermediate division student said: "I am more loyal and satisfied with Canada because both my grandfathers were Yugoslavian and not born here." "I think about Canada a lot because I was born here," said a younger student.

In the papers of younger children in particular, open space was analogous with political freedom. "Canada means freedom, beauty, and democracy," said one in the pre-teen group.

A twelve-year-old, asked what makes a Canadian different from other people, replied: "They're more lucky; they have lots of food and lots of room to move around in." Said another: "Canada means freedom and love."

A junior student, obviously groping for a deep and eternal truth, declared: "Canada is a country that believes in its people."

The concept of Canada as a land of space and freedom and overflowing larders is apparently threatened by pollution; and students were almost unanimous in their reaction here: pollution threatens all that they hold most dear. There was, in fact, no question dealing directly with pollution nor with threats to Canadian safety, but pollution appears to be on the students' minds and it appeared in answer after answer. What will Canada be like in twenty-five years? "It may be polluted if we don't do something," chorused the students. How could you, yourself, make Canada a better place to live? Here again a majority of students thought the answer should be a cure for pollution, small children generally endorsing the individual approach (by never dropping any papers or litter) while the older ones tended towards a grand design (finding a cure for pollution).

To some extent, the students bore out Piaget's belief that national consciousness begins on a local level: the younger children in particular put home, family, and friends first among the things they would miss if they moved outside of Canada. A large group mentioned their pets.

They were also conscious of Canada as a total entity. When asked what part of Canada they would like to visit most, they were almost unanimous in choosing the west and preferably the northwest: British Columbia, Vancouver Island, the Yukon, Calgary, Edmonton, Alberta, and Saskatchewan were among the specific areas mentioned.

Some wanted to see Prince Edward Island, usually the same students who listed L. M. Montgomery as the outstanding writer; these were presumably devotees of *Anne of Green Gables*.

The students also showed a feeling for Canada as a whole in their choice of outstanding citizens. Sir John A. Macdonald and other Fathers of Confederation led in the list of outstanding Canadians of the past, while Prime Minister Trudeau, former Prime Ministers Diefenbaker and Pearson, and Opposition Leader Stanfield led among prominent Canadians of the present. Aside from federal political figures, the students showed a strong interest in sports that supported their love of the out-of-doors. Nancy Greene was the favorite at all age levels, followed by hockey and football players.

Other great Canadian figures of the past included Alexander Graham Bell, Drs. Banting and Best, Billy Bishop and Roy Brown, and historical figures such as John Graves Simcoe, Laura Secord, Tecumseh, and Sir Isaac Brock. The War of 1812 was, in fact, a favorite source for famous Canadians of the past.

When asked what was the outstanding event in Canadian history, the students once more showed an awareness of Canada as a united country. In the majority of cases, Confederation was listed as the high point of Canada's past with Centennial Year or Expo 67 listed in a few cases.

All age groups showed a sense of responsibility to the world at large. Canada, said an eleven-year-old, is a country that is "worried about its and the world's problems". In keeping with this view, students of all ages indicated strong sentiments for helping others, preventing war, and providing cures for diseases. Freedom impressed a number so forcibly that they listed it as Canada's major contribution to the world although the majority wanted Canada to feed the hungry peoples of the world. "Canada should get five thousand dollars and feed everybody in the world that is hungry," said a primary division student.

In the over-sixteen group, this sense of responsibility was more specific: Canada should set an example to other nations by peaceful co-existence, should act as a peacekeeper and mediator, should feed the hungry, and send out technicians to underdeveloped nations.

About Canada's future, except for fears about pollution and some warnings of dangers to national sovereignty, the students generally indicate a profound and basic optimism. As an intermediate student put it: "Canada means a free land, a progressing nation, but it has drawbacks such as pollution and all that up north not being used (sic)."

The words "hope", "progressing", and "potential" occur again and again in one connection after another. Many commented that life was more precarious in their grandfathers' days while they themselves have more hope for the future.

One intermediate student declared that Canada is a young country searching earnestly for something solid to grasp, to build a prosperous country upon. A senior student stated it even more succinctly; he suggested as a Canadian emblem, a baby playing with a new toy, depicting innocence and potential.

What Can You Do for Your Country? Some Suggested Activities

In her message to students, Her Majesty the Queen suggests that one characteristic of the Commonwealth is for its members to help each other in time of trouble. This view is borne out by the desire to help others evident in the answers Ontario students gave to a citizenship questionnaire earlier this year.

For Citizenship Day, 1970, students might decide on a class project that would help some specific needy group in which they are interested, preferably in another part of the Commonwealth. Planning and organizing such a project would be a worthwhile contribution to citizenship.

In the citizenship questionnaire, most students showed an understanding of their responsibilities to their country. Perhaps for Commonwealth and Citizenship Day, teachers might help students outline what they want for their country and how they, as citizens, can help to achieve it.

Some students might prefer a project that would help build their country in more tangible form; one suggestion might be to decide on ways they can help to fight pollution in their community.

Some students might choose to survey opinion in their community, drawing up a questionnaire to elicit information from classmates or neighbors. Younger students might need help in establishing what the questionnaire was intended to show.

A fifth possible activity could focus on the opinions of leaders in Canadian history. How would Sir John A. Macdonald or Tecumseh have answered a question about the greatest danger to Canadian survival? By comparing their hypothetical answers with responses of classmates, students could trace changing attitudes through history. This activity could be extended to include citizens of other countries and other eras.

The questionnaire itself might provide the basis for a truly cross-disciplinary project.

The mechanics of working out a valid sample could provide the basis for learning experiences in mathematics; a study of "loaded questions" might give the student ideas of his own in both logic and communication; history teachers might help the student to trace the influence of polls on various events of the past or possibly to analyze the effects of recent news events on the answers given by respondents. If students learn that polls are only as valid as the questionnaire and the sample taken, they will be considerably better citizens of the future.

A strong trend shown through the questionnaire might also provide the basis for further student research. In the survey outlined on the previous pages, for example, a majority of students showed considerable interest in Farley Mowat and Tom Thomson: either of these could be expanded into a full-scale project.

A project on the Canadian flag might attract some students for Citizenship Day. Such a study could centre on the history of the Canadian flag or it could be expanded to cover the history of flags and national symbols in general, going back as far as the distinctive banners of mediaeval knights, and considering how ships at sea communicated with each other before the use of radio. Such a project could embrace considerable art work as well as historical research.

Poetry might form the basis for a suitable project for Commonwealth and Citizenship Day for classes where interest runs in that direction. Some students might like to write their own poetry, crystallizing their own emotions and feelings towards their own country; other students could make an anthology of patriotic poems from different countries and different eras, including perhaps such Canadian sources as John Moir's *Rhymes of Rebellion* (Ryerson Press, 1965). Older students might trace the influence of different historical events on poetry of the time and possibly compare the patriotic emotion shown in one country with that in another: the national feelings of Kipling and Cicero could be compared with Canadian expressions, for example.

Students might also like to learn more songs of Canada. In many cases, these melodies are linked to Canadian historical events and therefore might comprise a cross-disciplinary topic of study. Some records and books that teachers might find useful are listed below.

Canadian Folk Song Records

Canadian Folk Songs: A Centennial Collection. Nine records of songs from across Canada sung by a variety of singers. RCA Victor CS 100

Songs of the Maritimes. Sung by Alan Mills. Folkways FW 8744

Saga of Newfoundland in Song. Sung by Omar Blondahl. Rodeo RLP 5

Songs of French Canada. Songs from Quebec sung by Alan Mills and Hélène Baillargeon. Folkways FW 6918

Folk Songs of Ontario. Folkways FM 4005

Lumbering Songs from the Ontario Shanties. Folkways 4052

Songs of the Great Lakes. Folkways FM4018

Tom Brandon of Peterborough, Ontario. Folk Legacy FSC 10

Irish and British Songs from the Ottawa Valley. Sung by O. J. Abbott. Folkways FM 4051

Canadian Garland. Ontario songs sung by LaRena Clark. Topic 12T140

Canadian Folk Song Books

Fowke, Edith. *Sally Go Round the Sun*. Toronto, McClelland and Stewart, 1969

Fowke, Edith, et al. *Canada's Story in Song*. Scarborough, Gage, 1960

Fowke, Edith, and Johnston, Richard. *Folk Songs of Canada* (1954)

Chansons de Québec (1957), and *More Folk Songs of Canada* (1967). Waterloo, Waterloo Music

How Do You Show Respect for Your Country?

The flag of Canada will no doubt be a prominent feature in any ceremonies on Commonwealth and Citizenship Day.

The emotional impact a flag has for adults is the product of long experience. Students need to have good experiences provided in schools and elsewhere in order to develop a full and rich emotional response to our flag.

One of these experiences can be a study of procedures for showing respect to the flag as outlined by the Secretary of State for Canada:

- The flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If vertical, the flag should be placed so that the stem is to the right as seen by the spectators.
- When used in the chancel of a church or on a speaker's platform, the flag should be flown to the right of the speaker; when used in the body of a church or auditorium, it should be flown to the right of the audience or congregation. The flag must never be used to cover a speaker's table nor should it drape the front of a platform. It must never touch the floor.
- The flag may be used for the unveiling of a monument, tablet, or picture if the occasion is appropriate, but the flag itself must be treated with respect and again, it must not at any time touch the floor.
- In a procession where several flags are carried, the Canadian flag should be in the position of honor at the marching right or the centre front.
- When two flags are flown together, the Canadian flag should be on the left as seen by spectators in front of the flags. If a number of flags are being flown, two Canadian flags are required, one at either end of the line. When three flags are flown, the Canadian flag must always be flown in the middle.
- No flag must ever be flown over the Canadian flag.
- When a flag becomes worn, noticeably faded or otherwise unfit for service, it should be disposed of privately by burning.

More information may be obtained by writing to:
The Secretary of State, Ottawa, Canada.

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